

Structured English Immersion Models Frequently Asked Questions

Academic Credit for English Language Development (ELD)

1. *Are English Language Learner (ELL) students who are achieving academically required to participate in English Language Development (ELD) instruction?*

Yes. Regardless of proficiency level, years in the program or academic achievement, SEI Classroom entry and exit is determined solely by AZELLA score. First-year students whose AZELLA composite performance level scores are Pre-emergent, Emergent, Basic, or Intermediate shall be grouped in SEI Classrooms. All students who are deemed not proficient shall be placed in an ELD Classroom.

A pupil who scores at or above the test publisher's designated score for English proficiency shall be considered English proficient. The pupil shall no longer be classified as an ELL and shall be reclassified as English proficient, then transferred to English language mainstream classrooms.

2. *How will this affect high school seniors that need other credits for graduation and or vocational education?*

There are many scenarios for students to receive high school credit. The exact design is a district level function.

3. *Do ELLs need to participate in AIMS?*

Yes, AIMS participation is required of all students.

4. *Where does math curriculum fit into the ELD 4 hours?*

ELD means English Language Development, which is defined as the teaching of English language skills to students who are in the process of learning English. It is distinguished from other types of instruction in that the content of ELD emphasizes the English language itself. Classroom materials used in an ELD class may reflect content from a variety of academic disciplines, but the materials must expressly advance the language objective that is being taught. Classroom materials must also be appropriate for the students' level of English language proficiency. Selection of content materials must be based on the materials' effectiveness in facilitating and promoting the specific English language objective(s) of the class. Such materials must predominantly feature specific language constructions that align with the English language objectives based on the ELL Proficiency Standards and the Discrete Skills Inventory. (DSI) (SEI ELD Models 6/15/07)

5. *Will four hours of ELD instruction per day allow enough time for students to meet academic requirements in math, science, and social sciences? How will the students be prepared for state testing if not exposed to these content areas?*

The year of intensive instruction is designed to advance a student to English language proficiency, thereby moving the student into the mainstream classroom where they will have access to the curriculum allowing for academic success.

This is well stated by Justice Douglas in *Lau v. Nichols*,

“Basic English skills are at the very core of what public schools teach. Imposition of a requirement that, before a child can effectively participate in the educational program, he must already have acquired those basic skills is to make a mockery of public education. We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful.” Lau v. Nichols, 414 U.S. 563 (1974)

Adequate Qualified Staff

6. *Does a teacher need to obtain an ESL or Bilingual endorsement in order to provide ELD instruction?*

Elementary: All teachers providing ELD in SEI Classrooms must have their Standard Elementary Teaching Certificates as defined in Arizona State Board of Education. They must be Highly Qualified as defined by the federal No Child Left Behind Act of 2001. Additionally, they must have a Structured English Immersion endorsement (Provisional endorsement or endorsement), or an English as a Second Language endorsement, or a Bilingual endorsement. **Secondary:** All teachers providing ELD in SEI Classrooms must have their Standard Secondary Teaching Certificates as defined in Arizona State Board of Education Rules, R7-2-609. Secondary Teaching Certificates. They must be Highly Qualified in English as defined by the federal No Child Left Behind Act of 2001, which means that they must not only have a bachelor’s degree and full state certification or licensure, but they also must demonstrate that they know each subject they teach as provided in SBE Rules R7-2-609. Additionally, they must have a Structured English Immersion endorsement (Provisional endorsement or endorsement) (SBE Rules, R7-2-613.J), or an English as a Second Language endorsement (SBE Rules, R7-2-613.I), or a Bilingual endorsement (SBE Rules, R7-2-613 H). (SEI ELD Models 6/15/07 page 6 line 28-39, page 7 line1-6)

7. *Will state funding be allocated toward subsidizing the incremental costs for additional staffing needs?*

The task force shall establish a form for school districts and charter schools to determine the SEI budget request amount. This is based on a worksheet for determining incremental costs, less offsets for Group B, Desegregation, a percentage of Title I, Title IIA, Title III and a percentage of Impact Aid.

Alternate Proposed Programs

8. *What is the procedure for LEAs to submit alternative models to the Arizona English Language Learners Task Force?*

If a school district or charter school wants to implement an ELL program that is not based on a model adopted by the Arizona ELL Task Force, the school district or charter school shall first submit the proposed program to the Task Force, along with supporting documentation regarding the expected outcomes of the program. The Task Force will decide whether or not the proposal is approved. (A.R.S. §15-756.02 B) Alternative proposed programs must meet the criteria of all applicable laws. The process for submission of proposed programs has yet to be established by the ELL Task Force.

Assessment

9. *Will I need to provide on-going assessment other than AZELLA or AIMS in my SEI classroom?*

At this time there is no assessment based on the Discrete Skills Inventory (DSI). On-going alternative performance-based assessments related to the Arizona K-12 English Language Learner Proficiency Standards and the DSI should be utilized to guide instruction and to determine the opportunity to administer the AZELLA for purposes of exiting the SEI Classroom. (A.R.S. §15-756.B, 15-756.5A)(SEI ELD Model 6/15/07 page 3 line 38)

AZELLA

10. *When should students be assessed on AZELLA and how many times per year should they be assessed?*

For 2007-2008, new ELLs in their first year of education in an Arizona school shall take the AZELLA up to three times: at least twice during the first school year, once at the beginning of the year, or upon initial entry to school, and once at the end of the school year for purposes of measuring progress. No student shall take the AZELLA more than three times in a school year.

11. *To what ELL proficiency level does this mandate apply? Is this for pre-emergent and emergent students only? OR is it for any language level?*

This mandate applies to AZELLA proficiency levels Pre-emergent, Emergent, Basic, and Intermediate. If it is determined that a pupil whose composite score is not English language proficient, the pupil shall be classified as an ELL and shall be enrolled in an English language education program with parental consent. Once the ELL is deemed proficient the student shall be transferred to a mainstream classroom. (A.R.S. § 15-752)

12. *What happens with students who are exited but re-tested the following year and fall below Proficiency?*

Pupils who fail to demonstrate English proficiency on the reassessment test in the two years following their exit from structured English immersion, subject to parental consent, shall be re-enrolled in a SEI Program pursuant to section A.R.S. § 15-752 and may be provided compensatory instruction as defined in section A.R.S. § 15-756.11 (A.R.S. § 15-756.06)

13. *Based on the former rule of prohibiting testing of students twice in one year, many kindergarten students were not evaluated for exiting in the spring of 2007, creating an artificially high number of ELL students in first grade. What is the expectation for their program placement?*

Students can take the AZELLA and if they score proficient, can be transferred to a mainstream classroom.

For 2007-2008, new ELLs in the first year of education in an Arizona school shall take the AZELLA at least twice during the first school year, once at the beginning of the year, or upon initial entry to school, and once at the end of the school year for purposes of measuring progress.

14. *Will Harcourt give Rapid Reports more than once a year? Where will we find that data? Which should be entered into SIRS – the initial test or the second test?*

Yes, Harcourt will provide Rapid Reports more than once a year. Harcourt will only enter the first test and final test on Rapid Reports, but any test given to a student will be graded and mailed back within 20 days, after the testing materials are received, to the district/school.

Charter Schools

15. *Do charter schools have to follow the same regulations?*

The Task Force shall develop and adopt research- based models of structured English immersion programs for use by school districts and charter schools. (A.R.S. §15-756.01 C) Each school district governing board and each governing body of a charter school shall select one or more of the task force approved models for structured English immersion for implementation on a school-by-school basis. (See Ariz. Rev. Stat. § 15-756.02)

Consequences

16. *What are the consequences for non-compliance?*

A school district or charter school found by the State Board of Education to be non-compliant shall not continue to receive any monies from the Arizona structured English immersion fund established by section A.R.S. § 15-756.04 for English language learners and shall not reduce the amount of monies spent on the school district's or charter school's ELL programs despite the loss of monies caused by the noncompliance. (A.R.S. § 15-756-08 J)

Discrete Skills Inventory (DSI)

17. What is the Discrete Skills Inventory (DSI) and where can I find it?

The Discrete Skills Inventory encompasses the specific teaching/learning objectives derived from the Arizona K-12 English Language Learner Proficiency Standards approved by the Arizona State Board of Education (SBE), January 26, 2004, and refined as needed to remain synchronized with the Arizona K-12 Academic English Language Arts Standards. (SEI ELD Models page 1, line 32)
The DSI will be available on-line once the ADE has provided the independent review required by the Task Force. The review will ensure that the content of the DSI is consistent with the English Language Learner Proficiency Standards.

English Language Development (ELD) Content

18. What constitutes ELD?

“ELD” means English language development, the teaching of English language skills to students who are in the process of learning English. It is distinguished from other types of instruction, e.g., math, science, or social science, in that the content of ELD emphasizes the English language itself. ELD instruction focuses on phonology (pronunciation – the sound system of language), morphology (the internal structure and forms of words), syntax (English word order rules), lexicon (vocabulary), and semantics (how to use English in different situations and contexts). (SEI Models 6/15/07, page 1 lines 24-29) The objective of the SEI classroom is to teach one or more specific identified skills within the DSI appropriate for the English proficiency level(s) of students in the class. All instructional methods in SEI classrooms will conform to teaching objectives outlined by the Arizona K-12 English Language Learner Proficiency Standards. (Structured English Immersion ELD Models, 9/15/07, page 7-8) This will be the subject of our Round 2 training.

19. Can content instruction be integrated?

Classroom materials used in an ELD class may reflect content from a variety of academic disciplines. Classroom materials must be appropriate for the students' level of English language proficiency and be selected based on the materials' effectiveness in facilitating and promoting the specific English language objective(s) of the class. Such materials must predominantly feature specific language constructions that align with the English language objectives based on the ELL Proficiency Standards and the DSI.

Facilities

20. We are at capacity for classroom space. How will we provide for additional classrooms for ELD instruction?

School Facilities inquiries should be directed to the School Facilities Board.
Contact: (602) 542-6501

Four-hours

21. How are the four hours of ELD instruction to be implemented?

Elementary Schools

Students at composite AZELLA level Pre-emergent and Emergent receive four hours of instruction of ELD that are divided into the following specific areas: oral English and conversation instruction, 45 minutes; grammar instruction, 60 minutes; reading instruction, 60 minutes; vocabulary instruction, 60 minutes; and, pre-writing instruction, 15 minutes (Total: four hours).

Students at composite AZELLA level Basic receive four hours of instruction of ELD that are divided into the following specific areas: oral English and conversation instruction, 30 minutes; grammar instruction, 60 minutes; reading instruction, 60 minutes; vocabulary instruction, 60 minutes; and, writing instruction, 30 minutes (total: four hours).

Students at composite AZELLA level Intermediate receive four hours of instruction of ELD that are divided into the following specific areas: oral English and conversation instruction, 15 minutes; grammar instruction, 60 minutes; reading instruction, 60 minutes; vocabulary instruction, 60 minutes; and, writing instruction, 45 minutes (Total: four hours).

Middle Schools/High Schools

Students at AZELLA level Pre-Emergent and Emergent shall be grouped together and receive daily a one hour class of ELD titled “Conversational English and Academic Vocabulary”, a one hour class of ELD titled “English Reading”, a one hour class of ELD titled “English Writing”, and a one hour class of ELD titled “English Grammar”.

Students at AZELLA level Basic shall receive daily a one hour class of ELD titled “Conversational English and Academic Vocabulary”, a one hour class of ELD titled “English Reading”, a one hour class of ELD titled “English Writing”, and a one hour class of ELD titled “English Grammar”.

Students at AZELLA level Intermediate shall receive daily two hours of English Language Arts, as aligned to the Arizona Language Arts Academic Standards (this class is within the SEI Program), a one hour class of ELD titled “Academic English Reading”, and a one hour class of ELD titled “Academic English Writing and Grammar”.

22. Do the four hours need to be sequential during the day?

The discrete time blocks do not have to be sequential during the day, but they must total four hours of ELD instruction daily. Middle and high school students must receive twenty hours a week of ELD, five hours in each of the ELD subject areas. (Structured English Immersion ELD Models, 9/15/07, page 6)

23. *Are we able to document all reading/language development no matter the subject content in order to meet the four hours?*

No. The SEI classroom content is a minimum of four hours daily of ELD. ELD is a type of instruction that has as its orientation the teaching of English Language skills to students who are in the process of learning English. (SEI ELD Models 6/15/07, page 3 line 17)

24. *Is the option for testing out of a portion of ELD, specifically reading and writing, available for elementary students?*

No, it is only available for middle and high school students.

25. *Are there model schools or lesson plans to observe?*

This will be forthcoming at our OELAS Conference in Tucson, December 12 – 14, 2007 in Tucson.

26. *Is there an NCLB approved list of programs for the four hour mandate?*

There is not an NCLB approved list of programs for the four-hour mandate.

27. *Does the four hours have to be within the regular school day or can the time of extended day programs be included?*

The research based models of SEI shall be limited to a regular school year and school day. Instruction outside the regular school year or school day shall be provided with compensatory instruction.

28. *Can paraprofessionals teach part (or all) of the four hours of daily ELD instruction?*

No. The models do not specify the use of paraprofessionals. SEI instruction shall be provided by a Highly Qualified Teacher. (See Question 7).

29. *Would you please clearly state that the four hour ELD class is for all ELL students regardless of proficiency level and years in program?*

The SEI Models require a minimum of four hours per day of ELD for every pupil who is classified as an ELL. (SEI ELD Model 6/15/07 page 3, line 1)

30. *Are there any exceptions to the four hour rule?*

There are two very limited exceptions to this rule; (a) in their second or subsequent years as an ELL, such students who have scored proficient on the reading subtest of AZELLA may be excused from the one hour 'Academic English Reading' class. In their second or subsequent years as an ELL, such students who have scored proficient on the writing subtest of AZELLA may be excused from the one hour 'Academic English Writing and Grammar' class. This exception applies to middle grades and high school only. (Amendment #2 to SEI Models) (b) for kindergarten classes operating on a half-day basis, the time allocations are proportionately reduced. (Amendment #5 to SEI Models)

First Year ELL Students

31. *Define first year students (i.e. pre-emergents, new to this country, state, ELL in the state, country)*

This refers to the “first year” in which a pupil is classified as an ELL based on their initial AZELLA test date.

32. *Do we place new students in ELD classes according to our best judgment until we receive their AZELLA scores?*

Yes.

Grading on Report Cards

33. *Should report cards have ELD listed in lieu of Reading and Writing and English for ELL students? Or will an ELL student’s grade for those content areas be Falls Below or Approaching?*

Reporting of grades is not a State Department function. These are district based decisions.

34. *At what point within the AZELLA proficiency levels are students considered Falls Below and Approaching in regards to Reading, Writing, English grades for a report card?*

Grades are a district based decision.

Grouping

35. *Do all ELL Students have to be grouped by proficiency or only 1st year students?*

All ELLs who have not reached proficiency and exited the program shall be placed in SEI Classrooms. The primary determinant of the appropriate student grouping for SEI Classrooms is the English proficiency level of the students. The proficiency levels and grade levels of the ELLs must be used in order to determine appropriate student placement. The configurations are similar, but not identical, for all grade levels. (SEI ELD Models, 9/15/07, page 4)

Elementary School Student Groupings

- A. Overall Proficiency Level within Grade
- B. Overall Proficiency Level Band within Grade
- C. Overall Proficiency Level Band within Grade Band

Middle/High School Groupings

- A. Proficiency Sub-level within Grade
- B. Proficiency Sub-level within Grade Band
- C. Overall Proficiency Level within Grade
- D. Overall Proficiency Level within Grade Band
- E. Overall Proficiency Level Band within Grade Band

36. *What educational literature did you refer to that supports ability-based grouping?*
Grouping students based on “language ability” and similar proficiency levels, helps to ensure the students will be taught English at a teaching level appropriate for the students. Applicable federal law is clear on permissibility of language-based grouping. *Castañeda v. Pickard*, (1981) Further educational literature can be found in Arizona English Language Learners Task Force “Research Summary and Bibliography for Structured English Immersion Program Models” (rev. 6/27/07 page 1 line 1). See the Attachment on Research.

37. *Will I have to take my mainstream classroom teachers out of their area and turn them into ELD teachers to have the necessary classroom space and funding?*
Teaching staff may need to be reallocated to meet the grouping requirements of SEI classrooms. If a school district or charter school qualifies to submit a budget request, the school district or charter school shall submit a structured English immersion budget request on a school-by-school basis. The budget request shall be for a specific amount of incremental costs from the Arizona SEI fund established by section A.R.S. § 15-756.04. (A.R.S. §15-756.03 A)

Kindergarten

38. *Please provide details regarding implementation of the ELD requirements for kindergarten.*

Regardless of SEI classroom configuration, Pre-Emergent and Emergent ELLs shall be grouped together rather than separately. Regardless of SEI classroom configuration, kindergarten students shall be grouped separately from students in other grades. (SEI ELD Models, 6/15/07, page 4, line 7)

For kindergarten classes operating on a half-day basis, the time allocations are proportionately reduced. (SEI Models 6/15/07)

Models & NCLB

39. *What parts of this mandate are directly related to NCLB?*

The SEI Models relate to the over arching goal of Title III’s NCLB Goal 3 which states; all limited English proficient students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading.

Monitoring

40. *Will ADE be providing a monitoring guide which aligns to the law and models?*

The Arizona Department of Education shall publish guidelines to ensure that school districts are in compliance with all relevant State and Federal laws regarding ELLs. (A.R.S. § 15-756.06) Upon notification of monitoring by the Arizona Department of Education, the LEAs will receive detailed information on the requirements of the monitoring team.

Opt Out

41. Do parents have the option to withdraw their child from four hours of ELD in favor of a reduced option such as two hours of ELD?

No. Parents cannot withdraw their child from only a portion of an ELD program. A parent may withdraw their child from the entire ELD program and have their child placed in a mainstream classroom; however, there is no option for parents to have their child placed in an ELD program with a reduced number of ELD hours.

Research

42. Are the SEI model(s) research based?

Yes. The components of the model(s) are based on scientific research.. The Research Summary and Bibliography for Structured English Immersion Program Models presented to the Task Force address how each component of the model(s) is research based. The Research Summary and Bibliography is available on our website.

<http://www.ade.az.gov/asd/lep/downloads/modelcomponentresearch.pdf>

Segregation

43. Is this a (potential) violation of students' civil rights? Does this mandate violate the equal protection of student access to education?

This does not violate students' civil rights based upon the judgment from *Castañeda v. Pickard* (1981), which essentially states that language based ability grouping benefits outweigh any possible adverse effects from such a grouping practice.

Arizona law states that children who are English learners shall be educated through sheltered English immersion during a temporary transition period not normally intended to exceed one year. Local schools shall be permitted but not required to place in the same classroom English learners of different ages but whose degree of English proficiency is similar. (A.R.S. § 15-752)

Small Numbers of ELLS

44. How do we group our students (only a few-maybe 15) knowing they could be spread among nine grades?

Schools with 16 or fewer ELLs may provide instruction through the development of Individual Language Learner Plans (ILLP) created for each ELL. Scheduling and time allocations in the ILLP must meet the requirements for the scheduling and time allocations specified for elementary schools or middle and high schools as appropriate for each ELL. (SEI Amendment # 3)

45. *We only have one (or few) first year ELL in a particular grade level. Do we need a separate teacher for the four hours of ELD?*

If there are not enough by proficiency level within a grade, then ELLs from different grade levels may be combined into an SEI Classroom. (SEI ELD Models, 6/15/07 page 4 lines 11-13)

46. *How will rural schools find an ELL middle school teacher who is highly qualified in the subject areas to teach students in the ELD setting?*

Current Board Rule R7-2-613 states that all teachers in the State of Arizona hold either an SEI, ESL, or BLE endorsement in addition to full state certification for Standard Secondary teachers. Existing Middle School teachers that teach English also must be Highly Qualified as defined by the federal No Child Left Behind Act of 2001. Given this information, the school may have an existing staff member who is qualified to teach in the ELD setting.

Special Ed ELLS

47. *In which program model should students qualifying for special education services be placed?*

Based on results of the assessment or procedures, the person(s) conducting the assessment and the special education multidisciplinary evaluation or IEP team shall determine the student's English language proficiency designation and placement. (Office of English Language Acquisition Services, Department of Education, English Language Learner Monitoring Guide, page 3) (Attorney General's Opinion 187-127 R86-154)

The "other" two hours

48. *What are we supposed to do with the other two hours of the school day?*

How the remaining hours of the school day are allocated is a district based decision.

Timeline for Implementation

49. *What is the required date of implementation?*

No date has been determined, but we can share this comment from the Task Force Chairman, Alan Maguire, ("Mr. Maguire commented, for the record, that the expectation of district compliance, the schedule of the law, and the department's role in this is reasonable given the structure and organization of schools, how schools operate the budget, how the districts hire teachers and schedule classes, and given the number of teachers and classrooms for which the draft models calls. He stated that only in the year following the adoption, approval, and implementation of the models should schools and districts be held accountable. Given the current schedule of tasks, this would be the 2008-2009 school year. He stated that this does not in any way obviate the law, which set the impossible task of adopting models before the law ever went into effect, but gives a clear

sequence of events that must take place regardless of timeline. Mr. Maguire stated that he has stated his position on this to the educational community as well as in his guidance to ADE.)" (ELL Task Force Meeting 8/28/07)

Training

50. Will there be regional meetings detailing the format of this new delivery design model?

Three sets of training are essential for successful implementation of the SEI Program Models: Implementation Training, Discrete Skills Inventory Training, and Discrete Skills Inventory Teaching Methods Training. All SEI Classroom teachers shall receive all three trainings. Principals, District Superintendents, Counselors, and school and district personnel responsible for ELL programs also shall receive the Implementation Training. (SEI ELD Models, 6/15/07, Page 7 Line 31)

Training Schedule:

Round 1 – One Day Overview/Basic Information,

Attendees: Superintendents, District/School Personnel, School Board Members

Round 2 – Three Days Detailed Content Development and DSI

Attendees: Teachers, Educators providing ELD instruction and ELL Coordinators

Round 3 – Training On Demand

Round 4 – Follow-up 2 days of training, New Information

Round 5 – Follow-up 3 days of training, Review

(Detailed information will be available soon at ADE Website)

Waivers

51. Did HB2064 prohibit the use of waivers authorized in Proposition 203?

No. Waivers may still be used according to the guidelines of Proposition 203. (Ariz. Rev. Stat. § 15-753) (2006-2007)

What Happens After 2 Years

52. What program model should be used for students who do not exit within two years?

Students remain in the English Language Learners program until they attain proficiency on AZELLA regardless of proficiency level or tenure in the program.

Children who are English learners shall be educated through sheltered English immersion during a temporary transition period not normally intended to exceed one year. Once English learners have acquired a good working knowledge of English and are able to do regular school work in English, they shall no longer be classified as English learners and shall be transferred to English language mainstream classrooms. (A.R.S. §15-752) Pupils who fail to demonstrate English proficiency on the reassessment test in the two years following their exit from

SEI, subject to parental consent, shall be reenrolled in SEI pursuant to A.R.S. § 15-751 and may be provided compensatory instruction as defined in A.R.S. § 15-756.11. (A.R.S. § 15-756.06)

Additional Questions:

53. *What is a mainstream classroom?*

“English language mainstream classroom” means a classroom in which the students either are native English language speakers or already have acquired reasonable fluency in English. (Ariz. Rev. Stat. § 15-751.3) (2006-2007)

54. *What is a mainstream student?*

A mainstream student should be:

- a) a native English speaker
- b) an ELL previously exited from an SEI program as fluent English proficient (FEP)

55. *What is the reason for the strict time allocations set in the SEI Models?*

A recent study by Saunders, Foorman & Carlson (2006) found that English learners in classrooms that had a separate ELD block had greater percentages of instructional time devoted to oral language and literacy activities than ELL students in classrooms without separate ELD block. (Research on SEI program models, presented to ELL Task Force, 06/14/07) These time allotments are to be followed regardless of model selected.

56. *We are a Reading First School, how will the models affect our program?*

Reading First is compatible with the models. The time allocations shall align with the required time increments within the models.

57. *Are the Universities mandated to teach methods of ELD to new teachers?*

Not at this time.

58. *Will the Task Force be reviewing the materials used by school districts to teach the FOUR hours of ELD instruction?*

The Task Force has not endorsed any specific curriculum or curricular materials. The approved DSI and ELP standards will be used by school districts as they develop their four hour block ELD programs.